

Application: Pike County Pre-K

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

Summary

ID: 0000000223
Last submitted: Feb 10 2020 04:14 PM (EST)

District Profile

Completed - Feb 10 2020

District Profile

District Name

Pike County Schools

District Contact Information

Please enter the information for your district's main L4GA 2019 contact.

Name	Dr. Jenny Allison
Position	Director of Teaching and Learning
Email	allisoj@pike.k12.ga.us
Phone	7705678489 ext. 1070

Grant Fiscal Agent MOU

Please upload your completed Grant [Fiscal Agent MOU](#). You can find this document on the L4GA Grant website.

[PikeCountyFiscalAgentMOU.pdf](#)

Filename: PikeCountyFiscalAgentMOU.pdf **Size:** 41.5 kB

GaDOE Conflict of Interest and Disclosure Policy

Please upload your completed [GaDOE Conflict of Interest and Disclosure Policy](#). You can find this document on the L4GA Grant website.

[PikeCountyGADOEConflictofInterestandDisclosurePolicy.pdf](#)

Filename: PikeCountyGADOEConflictofInterestandDisclosurePolicy.pdf **Size:** 161.2 kB

Previous Grantee

Has your district been a Striving Readers or L4GA 2017 grant recipient? If yes, please specify years.

no

Growing Readers

Does your district participate in the Growing Readers Program with the Governor's Office of Student Achievement (GOSA)?

no

Get Georgia Reading

Please complete the Get [Georgia Reading Campaign Community Commitment form found here](#)

L4GA 2019 Full Application

Completed - Feb 10 2020

L4GA 2019 Full Application (*except Section 8)

L4GA 2019 Grant Application

-- all sections *except Section 8: B5 Project/School Literacy Plan - that is uploaded as a separate task

All files uploaded files should be .pdf.

Please use a descriptive file name for each section (examples at top of each section).

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNarrative.pdf, ex

Section 1: Upload Local Education Agency (LEA)-Partnership Narrative (to be completed by LEA- Community Literacy Task Force)

15 Points

This narrative is a highly important factor in ensuring that the reviewer understands the community, the local education agency (in most cases, this is a school district), the feeder system identified, and how this initiative will assist with the literacy development across the identified community, including in and out of schools.

The LEA-Partnership Narrative should be limited to 2500 words.

Absolute Priorities for L4GA-Sub-grants:

- Identification of feeder system(s) and community served
- Identification of all LEA-Partnership partners, including early childhood service providers
- A brief description of the feeder system(s) identified, and history of the L4GA LEA-Partnership
- Population demographics of the community
- Climate Ratings for each school involved in the proposed partnership and/or status of implementation of PBIS
- Student literacy/ELA outcomes of the feeder system

Plan for engaging

- early childhood education providers
- P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs
- community coalition

[PikeCountyNarrative.pdf](#)

Filename: PikeCountyNarrative.pdf **Size:** 253.0 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyMgtPlan.pdf, ex.

Section 2: LEA-Partnership Management Plan and Key Personnel (to be completed by LEA-Community Literacy Task Force)

10 points

This section will apprise the reviewer of how the grant will be supported from the district level. Who are the key people involved in the grant? How will the grant function in terms of the whole district strategic plan? How will financial aspects of the grant be handled? Will there be a dedicated staff member at the district office with the responsibility of grants administration? Though this is certainly not an exhaustive list, these questions should be covered in your response. **The LEA-Partnership Management Plan and Key Personnel should be limited to 1000 words.**

LEA office support for grant management.

- Who are the key people involved in the grant?
- How will the grant ensure services in B-5?
- How will the grant function in terms of the whole district strategic plan and comprehensive needs assessment?
- How will financial aspects of the grant be handled?
- Will there be a dedicated staff member at the district office with the responsibility of grants administration?

Ability of the LEA to adequately administer the funding.

Any financial audit findings over the past three years should be discussed in this section.

Controls for spending should be pointed out.

Note: L4GA 2017 and L4GA 2019 funds cannot be commingled.

[PikeCoMgtPlan.pdf](#)

Filename: PikeCoMgtPlan.pdf **Size:** 249.4 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyNeedsRoot.pdf, ex.

Section 3: Needs Assessment and Root Cause Analysis (to be completed by district office)

10 points

This section should describe the needs assessment process. What assets exist? How were root causes determined using the needs assessment process, and how will this information be used to develop a project that will impact all students birth to grade 12 in the LEA community? **The Needs Assessment and Root Cause Analysis should be limited to 1000 words.**

B-5

Analysis of data related to other learning outcomes and school readiness.

Analysis of:

- Developmentally appropriate instruction and curriculum
- Professional learning provided to educators and directors
- Family engagement strategies
- Leadership effectiveness
- Other supports for the the Whole Child and Well-rounded Education
- Coordination efforts with K-12

K-12

Comprehensive needs assessment and root cause analysis using Georgia's System for Continuous Improvement (NOTE: LEAs should use the same approach as with their federal Comprehensive LEA Improvement Plans (CLIPs), District Improvement Plans (DIPs), and School Improvement Plans (SIPs); therefore, the L4GA plan should complement local strategic plans):

- Coherent Instructional System
 - Past instructional initiatives
 - Current instructional initiatives
 - How to identify students for interventions
- Community and Family Engagement and Empowerment
- Engaged Leadership
- Positive Learning Environment
- Professional Capacity
- Other Supports for the Whole Child and Well-rounded Education

Coordination efforts with B-5, out-of-school providers, and community organizations.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor's Office of Student Achievement (GOSA)
- Literacy for All Georgia
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[PikeCountyNeedsRoot.pdf](#)

Filename: PikeCountyNeedsRoot.pdf **Size:** 235.9 kB

Please Upload:

YourDistrictSectionTitle.pdf - DogwoodCountyProjGoals.pdf, ex.

Section 4: Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed (to be completed by district office)

10 points

This section should provide the reviewer with the actual implementation plan proposed for funding. The reviewer must understand who, what, when and how the actual performances will utilize assets and address the needs determined in the “root cause” analysis. It will not be enough to name programs and strategies; the application should show how the strategies and programs align to best practices and directly address the needs of the children in the community by working through community organizations, early care/learning providers, and schools. The plan should show how the community-level supports, instructional strategies, delivery models are consistent with Evidenced Based Practices and directly address the needs of the students, educators, parents and community. **The Project Goals, Objectives, Activities, Outputs, Outcomes, and Supports Needed should be limited to 1000 words.**

- Implementation plan proposed for funding.
- The plan should show how the instructional strategies, delivery models and programs are consistent with EBP and directly address the needs of the students and educators.
- The plan should show how community partnerships are developed in ways consistent with evidence-based practices and directly address the needs of students and families.

For additional Technical Assistance for Community Partnerships, consider:

- GA Family Connection Partnership (GFCP; Get Georgia Reading Campaign)
- Governor’s Office of Student Achievement (GOSA)
- Literacy 4 All
- UGA Archway Partnership
- Georgia Partnership for Excellence in Education (GPEE)

[PikeCountyProjGoals.pdf](#)

Filename: PikeCountyProjGoals.pdf **Size:** 225.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyDataAnalysis.pdf, ex.

Section 5: Assessment/Data Analysis Plan (to be completed by district office)

10 points

In this section, indicate what community-level data will be utilized (e.g., poverty, transportation, healthcare, etc.) in addition to assessment data. For example, vision screeners may be an essential data point as a way to target vision supports for students.

In addition, it is important to spell out specifically who, what, when and how the assessments will be given at the school level and how they will be analyzed by a team representing the early care providers, the community, local teacher educators/professional development providers, the schools, and the district.

The procedures involved in determining how instruction is developed based on the assessment data should be carefully described. Assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed. Procedures for educators' analysis of local assessment data to inform instruction should also be included. **The Assessment/Data Analysis Plan should be limited to 1000 words.**

- Assurance that assessment and evaluation requirements for the SEA will be completed.
- Estimated cost for assessments included in proposed LEA-Partnership budget
- Detailed assessment protocols are specifically detailed including: who, what, and when the assessments will be given as well as analyzed.

Procedures for educators' analysis of local assessment data to inform instruction

[PikeCountyDataAnalysis.pdf](#)

Filename: PikeCountyDataAnalysis.pdf **Size:** 320.6 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyPL.pdf, ex.

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need (to be completed by district office)

10 points

Professional learning is a key component of the grant. There should be a direct tie to literacy instruction as well as include all teachers of reading/literacy including early care and learning providers, CTAE, Special Education teachers, all content teachers as well as community partners and parents as appropriate. This section of the grant should provide the district's overall plan for engaging LEA-Partners with L4GA Professional Learning offerings. NOTE: LEA-Partners must agree to utilize their L4GA professional learning plan as their singular plan for literacy-related professional learning to avoid layering conflicting professional learning opportunities that could be available in a large LEA. **The Professional Learning plan should be limited to 1000 words.**

Plan for engaging LEA-Partners with Professional Learning offerings:

- Time allocated for collaborative planning time per age/grade level team and vertical teams.
- Local PL supports (e.g., PLCs, collaborative planning, coaching, mentoring)
- Online PL supports
- Institutes
 - Topics of interest for PL for each audience (e.g., early learning; literacy interventionists; community/family liaisons; school leaders, etc.)

[PikeCountyPL.pdf](#)

Filename: PikeCountyPL.pdf **Size:** 212.1 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyResources.pdf, ex.

Section 7: Resources, Strategies, and Materials to Support Implementation of the Literacy Plan (to be completed by district office)

10 points

This section details all of the strategies and human or instructional resources that will be used or paid for as a result of L4GA funding. They should all tie back to the needs assessment, student data, and root cause analysis. They should directly impact literacy, access to print, community engagement, student supports, instructional engagement and/or teacher support. It is not necessary to name specific products; generic descriptions are adequate. Technology purchases must be justified as a way to support literacy improvement. Personnel are allowable as a resource paid for by grant funds; however, please note that sustainability will be essential to the plan. **The Resources, Strategies, and Materials section should be limited to 1000 words.**

Instructional resources that will be used or purchased as a result of L4GA funding. Services that will be purchased as a result of the L4GA funding.

Notes:

- All expenditures should all tie back to community and student data, the comprehensive needs assessment, and root cause analysis.
- All expenditures should directly impact literacy, access to print, student engagement, and teacher support. They should be consistent with EBP.
- Expenditures should support activities primarily offered during the regular school day but may also include out-of-school time and instruction.
- This is not a technology grant; only technology supports vital to literacy improvement and instruction should be allocated.
- Any personnel expenditures are allowable but should be considered carefully as the grant funds are time-limited. Sustainability plans for maintaining positions after grants end should be considered.

Examples of strategies, human resources, or instructional resources:

- SEE-KS professional learning communities
- Growing Readers instructional coaching
- MTSS implementation supports
- Executive Coaching for literacy leadership

[PikeCountyResources.pdf](#)

Filename: PikeCountyResources.pdf **Size:** 209.5 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyBudget.pdf, ex.

Section 9: Budget Summary (to be completed by district office)

unscored

Each application should have a budget summary in narrative form. The budget summary will highlight how the LEA/schools/centers/organizations plan to use their L4GA grant funds. The readers will have access to the budget summary so they can get a sense of the completed project. The budget summary will not be scored by readers. The budget summary will be reviewed by a committee of GaDOE staff including:

Federal Program managers, Grants Accounting Personnel, L4GA program staff, and a member of the Audit team. **The budget summary should be limited to 600 words.**

Notes:

Unallowable Expenditures

- Preparation of the Proposal: Costs to develop, prepare, and/or write the L4GA proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
- Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
- Entertainment, Refreshments, Snacks not associated with a literacy event, community partnership event or parent event.
- Game systems and game cartridges are unallowable.
- Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways) not associated with literacy improvement. Books, periodical subscriptions, bookmarks etc. are allowable.
- Decorative Items not associated with literacy or family literacy.
- Purchase of Facilities
- Land acquisition
- Capital Improvements, Permanent Renovations except family literacy centers, media centers or reading centers in the classroom.
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations, or societies for personal benefits. (Does not include professional organizations)
- Any costs not allowed for Federal projects per EDGAR, which may be accessed at

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses, please e-mail questions to jmorrill@doe.k12.ga.us

[PikeCountyBudget.pdf](#)

Filename: PikeCountyBudget.pdf **Size:** 175.7 kB

Please Upload:

DistrictSectionTitle.pdf - DogwoodCountyAppendix.pdf

Appendix: references for evidence-based practices; letters of commitment, etc. (you may upload more than one file)

[PikeCountyCommitmentLetterFamilyConnection.pdf](#)

Filename: PikeCountyCommitmentLetterFamilyConnection.pdf **Size:** 20.8 kB

[PikeCountyCommitmentLetterHeadStart.pdf](#)

Filename: PikeCountyCommitmentLetterHeadStart.pdf **Size:** 193.5 kB

[PikeCountyCommitmentLetterJJEPublicLibrary.pdf](#)

Filename: PikeCountyCommitmentLetterJJEPublicLibrary.pdf **Size:** 15.4 kB

[Letter of Support RESA for L4GA Grant for Pike County Schools.pdf](#)

Filename: Letter of Support RESA for L4GA Grant for Pike County Schools.pdf **Size:** 120.7 kB

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Pike County Pre-K
System ID	714
School ID	0188

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

5

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Tammy Bell
Position	Pre-K Director
Email	bellt@pike.k12.ga.us
Phone	7705678489

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Tammy Bell
Position	Pre-K Director
Email	bellt@pike.k12.ga.us
Phone	7705678489

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[PikeCountyPreKLitPlan](#)

Filename: PikeCountyPreKLitPlan.pdf **Size:** 99.9 kB

Literacy Action Plan Pike County Pre-K

SMART GOAL: The number of Pre-Kindergarten students meeting benchmark on the STAR Early Literacy Assessment will increase by 3% at the beginning of their Kindergarten year

Leadership Team: Principal, Pre-K teachers, and MTSS/RTI Coordinator

Action Steps	Person(s)/Team Responsible	Timeline	Data Collected *Submitted to Work Sampling Online (WSO)
<p>Spoken Communication/Language</p> <ul style="list-style-type: none"> -Teacher models communication -Vocabulary Picture Cards *required by BFTS -Dictation on student work and whole group through anchor charts and informational charts *required by BFTS -Use of environmental print *required by BFTS 	<p>Classroom teachers are responsible for planning and implementing Literacy-based lessons throughout the day.</p> <p>Assistant Teachers help collect evidence through taking photos and notes. Assistant Teachers also assist on writing dictation on student work samples.</p>	<p>Pre-K Language Skills are found on a continuum provided by BFTS. These skills are taught and monitored on a daily basis.</p>	<p>Classroom teachers collect evidence and submit the evidence to WSO for review by BFTS. WSO is monitored regularly by the Pre-K Administrator and the BFTS Consultant</p> <p>Work Samples</p> <p>Photos</p> <p>Notes (taken during conversations stating exactly what the child says)</p>
<p>Comprehension</p> <ul style="list-style-type: none"> -Use of flannel story boards *required by BFTS -acting out/retelling -repetitive books -Literacy-based STEM activities -Story Stick 	<p>Classroom teachers are responsible for planning and implementing Literacy-based lessons throughout the day</p> <p>Assistant Teachers help collect evidence through taking photos and notes. Assistant Teachers also assist on writing dictation on student work samples.</p>	<p>Pre-K Language Skills are found on a continuum provided by BFTS. These skills are taught and monitored on a daily basis.</p>	<p>Classroom teachers collect evidence and submit the evidence to WSO for review by BFTS. WSO is monitored regularly by the Pre-K Administrator and the BFTS Consultant</p> <p>Work Samples</p> <p>Photos</p> <p>Notes (taken during conversations stating</p>

			exactly what the child says)
<p>Written Language</p> <p>-Teachers models through dictation on student work and during Large Group Literacy *required by BFTS</p> <p>-shared writing activities *required by BFTS</p> <p>-journaling</p>	<p>Classroom teachers are responsible for planning and implementing Literacy-based lessons throughout the day</p> <p>Assistant Teachers help collect evidence through taking photos and notes. Assistant Teachers also assist on writing dictation on student work samples.</p>	<p>Pre-K Language Skills are found on a continuum provided by BFTS. These skills are taught and monitored on a daily basis.</p>	<p>Classroom teachers collect evidence and submit the evidence to WSO for review by BFTS. WSO is monitored regularly by the Pre-K Administrator and the BFTS Consultant</p> <p>Work Samples</p> <p>Photos</p> <p>Notes (taken during conversations stating exactly what the child says)</p>
<p>Phonological Awareness</p> <p>(All Auditory)</p> <p>-Nursery Rhymes/Poetry</p> <p>-Alliteration</p> <p>-Large Group songs and sound games</p> <p>-Finger Plays</p> <p>-Clapping Syllables</p>	<p>Classroom teachers are responsible for planning and implementing Literacy-based lessons throughout the day</p> <p>Assistant Teachers help collect evidence through taking photos and notes. Assistant Teachers also assist on writing dictation on student work samples.</p>	<p>Pre-K Language Skills are found on a continuum provided by BFTS. These skills are taught and monitored on a daily basis.</p>	<p>Classroom teachers collect evidence and submit the evidence to WSO for review by BFTS. WSO is monitored regularly by the Pre-K Administrator and the BFTS Consultant</p> <p>Work Samples</p> <p>Photos</p> <p>Notes (taken during conversations stating exactly what the child says)</p>

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

i. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
 - iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant

Conflict of Interest & Disclosure Policy

information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two-year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.
- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such

Conflict of Interest & Disclosure Policy

subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. **Incorporation of Clauses**

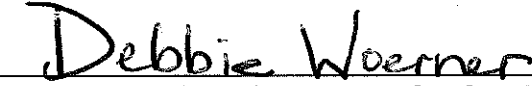
The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require

Conflict of Interest & Disclosure Policy

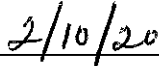
that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



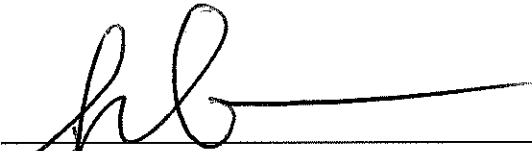
Signature of Fiscal Agency Head (official sub-grant recipient)



Typed Name of Fiscal Agency Head and Position Title



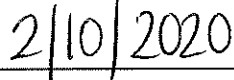
Date



Signature of Applicant's Authorized Agency Head (required)



Typed Name of Applicant's Authorized Agency Head and Position Title



Date

Signature of Co-applicant's Authorized Agency Head (if applicable)

Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Jenny Allison

Position/Title of Fiscal Agent's Contact Person: Director of Teaching + Learning

Address: 16 Jackson St.

City: Zebulon Zip: GA

Telephone: (770) 567-8489 Fax: (770) 567-8349

E-mail: allisoj@pike.k12.ga.us
ext. 1070


Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Michael Duncan
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

2/10/2020
Date (required)

Section 6: Professional Learning Strategies Identified on the Basis of Documented Need

Professional development plays a critical role in the sustainability of instruction. The objectives of professional learning will be improving student achievement by supporting teachers in utilizing evidence-based literacy practices and to create and sustain a collaborative professional learning environment that fosters student achievement. Professional learning in literacy was identified as a key need in the Comprehensive Needs Assessment. To determine some of the needed professional learning, the District Literacy Team examined assessment data, conducted a root cause analysis, and gathered feedback using a staff literacy survey and school/center literacy plans. Our professional learning plan is customized for the school and teachers. In year one, the plan will be launched with an emphasis on professional development for Tier I instruction beginning with a literacy audit and building our plan around identified needs. Professional learning needs to be ongoing and sustainable. Our plan will be built around literacy strategies and a strong culture around coaching. With any professional development it is not enough to sit through a class but evidence of implementation needs to be monitored. Each school has an instructional coach or literacy coach who will be integral in the implementation and the monitoring our plan.

Our district calendar allows for several professional leaning days for us to do training in addition to every school having established PLC time that can be utilized for coaching, training, and planning. All schools utilize collaborative planning times weekly. Pike County schools have strong PLC communities that will be utilized to help ensure that professional learning will be sustainable and ongoing. Out-of-school partners will also receive professional learning from contracted consultants. Family engagement activities will be provided at multiple times to ensure access to all families. Community organization partners will be invited to all professional learning. The project plan identifies all professional learning components for all entities, but not limited to, based on our root cause analysis:

Birth to Five
<ul style="list-style-type: none">● Dialogic Reading● Phonological and Phonemic Awareness● Using assessments to plan instruction● Developing effective centers● Oral language development; extending and expanding language● Interactive writing● Pre-literacy skills● Partner with Southern Crescent in the early learning pathway around literacy development training <p><u>Family Engagement:</u></p> <ul style="list-style-type: none">● Reading with children● Building language and vocabulary

- Community resources for families

Elementary School K-5

- Oral language development
- Dialogic reading
- Guided reading
- Building vocabulary
- Phonics instruction
- Phonemic awareness
- Reading comprehension
- Reading Endorsement
- Phonics and word identification Tier 1 instruction
- Implementing intervention strategies to support English Learners
- Goal setting and conferencing techniques
- Use of reading inventory and other data to inform instruction
- Closing the achievement gaps between subgroups
- Teaching the writing process
- Reading and writing in the content areas
- Conferencing and goal setting with students
- Orton-Gillingham methodology

Secondary 6-12

- Academic language
- Reading Endorsement
- Orton-Gillingham methodology
- Document Based Questioning (DBQ's)
- Differentiating instruction using assessment to plan instruction
- Writing across the content
- Inferential comprehension
- Strategies on engaging students
- Explicit vocabulary instruction
- Small-group reading interventions; guided reading strategies
- Conferencing and goal setting with students
- Strategies for working with economically disadvantaged students
- Implementing intervention strategies to support English Learners
- Reading and writing instruction in the content areas

Community / Family Liaisons

- Oral Language and Vocabulary Development
- Dialogic Reading
- Phonological and Phonemic Awareness
- Interactive Writing

Section 5: Assessment/Data Analysis Plan

Pike County School System partners with a variety of stakeholders to strengthen the community as a whole. We currently partner with a civic organization who provides vision screeners to all second grade students. We have organizations that provide support for parents in financial hardships through providing glasses for students. We enjoy a strong partnership with Pike County Family Connection Collaborative, which is comprised of community members, mental health providers, and various government and business leaders, including those representing education for ages 0-5 through to adult education. This organization works in conjunction with the school system to identify and prioritize needs for school-aged children (including 0-5) and to devise a plan based on both community and school system data. This partnership plays an essential role in the lives of our community, families, and children. The Kids Count Data center acts as one vehicle to our data analysis and community/school action plans. This data is analyzed regularly and is used to adjust plans for continuous community improvement.

Pike County Kids Count Data	Percent of Pike County Children Affected	Current Georgia Data	Data/Information to be Considered
Children <u>not</u> attending preschool, ages 3 to 4	62.6%	50.2%	Only 32% of Pike County's beginning kindergarteners met benchmark on STAR Early Literacy in Fall of 2019.
Children absent for more than 15 days from school.	11.3%	12.1%	Research suggests a correlation between chronic school absenteeism and low Reading Literacy proficiency in K-5 (<i>Paying Attention to Attendance Early and Often</i> , Vol. 34, Issue 07, Pages 22-23).
Teens who are high school dropouts	8.7%	4.7%	Children who are not reading proficiently by the end of third grade are four times more likely to drop out of high school (Hernandez, 2011).
Children whose parents lack secure employment	6.0%	8.0%	There is a direct correlation between children of poverty and low reading achievement. https://nces.ed.gov/programs/coe/indicator_cnb.asp

(Data utilized from gafcp.org from January 2020)

Red: indicates that Pike County is worsening by more than 10%

Pike County School System administers a variety of assessments at each school to evaluate the quality and effectiveness of instruction. The data is further utilized to make adjustments to instructional practice, as part of our vision is to perpetuate a culture of continuous school improvement and academic success for all students. The following assessments are/will be administered to Pike County students at the school level:

Assessment Name (What?)	Person (s) Responsible for Administration (Who?)	When is the Assessment Administered?	Setting (How)
Pike County Head Start Program			
Brigance Norm-referenced Assessment to all Head Start 4-year Prek Students	Head Start Certified Personnel	Beginning of each year	Individual Administration
Pike County PreK Program			
WSO (Work Sampling Online) through Bright from the Start	Pre-K Teachers	Continuous throughout the school year	Observation/Individual Administration.
PALS (Phonological Awareness Literacy Screening)	Pre-K Teachers	2 times per year	Individual Administration
PPVT-4 (Peabody Picture Vocabulary Test)	Pre-K Teacher/School wide Blitz team	3 times per year	Individual Administration
Pike County Primary Kindergarten			
Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check	Kindergarten Teachers	Administered during the first six weeks of kindergarten	Observation/Individual Administration
Kindergarten Inventory of Developing Skills (GKIDS)	Kindergarten Teachers	Continuous throughout the school year	Observation/Individual Administration

DIBELS Next/Acadience Universal Screener (Composite)	Kindergarten Teachers/School wide Blitz team	3 times per year	Individual Administration
DIBELS/Acadience Progress Monitoring	MTSS Teachers	Weekly/Bi-weekly	Individual Administration
STAR Early Literacy Assessment	Kindergarten Teachers by Computer	3 times per year	Individual Administration
Pike County Primary First Grade			
DIBELS Next/Acadience Universal Screener (Nonsense Word/Oral Reading Fluency)	First Grade Teachers/School wide Blitz team	3 times per year	Individual Administration
DIBELS/Acadience Progress Monitoring	MTSS Teachers	Weekly/Bi-weekly	Individual Administration
STAR Early Literacy Assessment	First Grade Teachers by Computer	3 times per year	Individual Administration
STAR Reading Assessment	First Grade Teacher by Computer	3 times per year	Individual Administration
ITBS (Iowa Test of Basic Skills)	First Grade Teachers	End of Year First Grade	Group Setting
Pike County Primary Second Grade			
DIBELS Next/Acadience Universal Screener (Oral Reading Fluency)	Second Grade Teachers/School wide Blitz team	3 times per year	Individual Administration
DIBELS/Acadience Progress Monitoring	MTSS Teachers	Weekly/Bi-weekly	Individual Administration
STAR Reading Assessment	Second Grade Teacher by Computer	3 times per year	Individual Administration
ITBS (Iowa Test of Basic Skills)	Second Grade Teachers	End of Year Second Grade	Group Setting
Pike County Elementary Third Grade			
DIBELS Next/Acadience Universal Screener (Oral Reading Fluency)	Third Grade Teachers/School wide Blitz team	3 times per year	Individual Administration

DIBELS/Acadience Progress Monitoring	MTSS Teachers	Weekly/Bi-weekly	Individual Administration
IReady Diagnostic	Third Grade Teachers/Computer administration	3 times per year	Individual Administration
Georgia Milestones 3rd Grade ELA EOG Assessment	Third Grade Teachers with proctors	End of Year third Grade	Online Group Administration
Houghton Mifflin Harcourt Reading Inventory (RI)-Comprehension	Third Grade Teachers	3 times per year	Online Individual Administration
Pike County Elementary Fourth/Fifth Grade			
IReady Diagnostic	Fourth/Fifth Grade Teachers/Computer administration	3 times per year	Individual Administration
Georgia Milestones 4 th /5 th Grade ELA EOG Assessment	Fourth/Fifth Grade Teachers with proctors	End of Year 4 th /5 th Grade	Online Group Administration
Houghton Mifflin Harcourt Reading Inventory (RI)-Comprehension	Fourth/Fifth Grade Teachers	3 times per year	Online Individual Administration
Pike County Middle Sixth-Eighth Grade			
STAR Reading Assessment	6 th -8 th Grade Teachers/Computer administration	3 times per year	Online Group Administration
Georgia Milestones 6 th -8 th Grade ELA EOG Assessment	6 th -8 th Grade Teachers with proctors	End of Year 6 th -8 th Grade	Online Group Administration
Houghton Mifflin Harcourt Reading Inventory (RI)-Comprehension	6 th -8 th Grade Teachers	3 times per year	Online Individual Administration
Pike County Ninth Grade Academy/Zebulon High School			
Georgia Milestones 9th Grade Literature EOC Assessment	9th Grade Teachers	2 times per year and retested, if needed	Online Group Administration
Houghton Mifflin Harcourt Reading Inventory (RI)-Comprehension	9th Grade Teachers	3 times per year	Online Individual Administration
Pike County High School/Zebulon High School 10th-12th			

Georgia Milestones 11th Grade American Literature and Composition EOC Assessment	11th Grade Teachers	2 times per year and retested, if needed	Online Group Administration
Houghton Mifflin Harcourt Reading Inventory (RI)- Comprehension	10 th and 11th Grade Teachers	3 times per year	Online Individual Administration

Data Driven Instruction is, and will continue to be an important focus of Pike County Schools. The district, as well as individual schools, analyze a variety of data pieces throughout the year to make informed instructional decisions. Data used for analysis will include any formative or summative assessments such as curriculum assessments, diagnostics, progress monitoring, and universal screeners. Our universal screeners, as well as other pieces of data listed above, are key components in our Multi-Tiered Support System (MTSS) to ensure students are receiving appropriate, quality instruction.

Pike County has/will continue to have a strong MTSS structure in place to intervene early with students who are not meeting benchmarks and other grade level criteria. These students will be identified through careful data collection and placed in interventions tailored to their needs. They will have a plan designed and implemented based on several points of data. Progress will be examined and instruction will be adjusted appropriately. Student progress will be monitored frequently through regular meetings with MTSS teachers, parents, support specialists, administrators, and general education teachers. Plans are fluid and will be adjusted by the school level teams according to progress monitoring data and progress toward grade level curriculum.

Milestone data will be analyzed at each grade level that administers the assessment. This process begins at the district level where strengths and weaknesses are analyzed in depth. Data is shared with the school level staff including teachers, administrators, and support staff, as well as the Board of Education and community stakeholders. Once data is shared at the school level, individual schools analyze data as a school, grade level, and individual teachers. They examine strengths and weaknesses in the data, as well as trends and outliers in the data. As a careful reflection, teams look specifically at what the data tells them by reflecting on problems through the method of the "5-Why's". After this part of the analysis, each grade level has input into the school's action plan. The plan is monitored and implemented throughout the school year. Data-based action plans are key in the development of our standards-based scope and sequence work, unit plans, and day to day lesson planning. Through data analysis, Pike County Schools will be a culture of continuous improvement through identifying the needs of the students based on the data and adjusting instructional practices.

Budget Estimate for Pike County School System Assessments

Assessment Name	Description of what is Included in the Purchase	Price
PALS (Phonological Awareness Literacy Screening)	Student Assessments, Instructional Resources, Progress Monitoring tools, Access to PALS Professional Development website, Monthly webinars about PALS and Reading Instruction, Data Analytics supports, Additional Assessment binders, and On-site Training for Staff.	\$3,542.50 (approximate yearly cost)
Peabody Picture Vocabulary Test-4	Administration Kits, Additional Record Forms, Online Scoring, On-site Training	\$4,389.00 (Initial Setup for Year 1)
DIBELS Next/Acadience	Includes scoring booklets/administration materials for K-3, online scoring/progress monitoring, and Onsite training for teachers	\$7,454.24
Houghton Mifflin Harcourt Reading Inventory (RI) Comprehension	Includes Universal Screener Online usage for students 3rd-11th for 5 years, Reports, and On-site professional development for year-1.	\$78,000.00
Total Estimated Cost: \$93,385.74		

Section 3: Needs Assessment and Root Cause Analysis

Description of the Needs Assessment Process-

The comprehensive needs assessment/stakeholder engagement process is an ongoing process that addresses needs for all district and school initiatives. The Pike County School System utilizes a variety of data sources to make decisions that will impact student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, in-field teacher and paraprofessional data, class size data, TKES data, and verbal/survey input from stakeholders. In the spring, each school conducts a stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community members, School Council members, and other support staff. We also enjoy a strong relationship with the Pike Family Connection Collaborative, which consists of community members, mental health providers, early childhood and higher ed. Representatives, and business and government leaders. School system representatives attend the collaborative meetings monthly and collect valuable input through this relationship. Once the input is collected from the schools and other representatives, a series of meetings are held at the school and district levels to consider all the prior stakeholder input and data and to make decisions regarding prioritized needs and equity concerns. The results of this needs assessment determine any prioritized areas of need/inequity and guide the development of the various documents and parts that make up the Comprehensive LEA Improvement Plan (CLIP).

In addition to the stakeholder engagement process described above, data are presented in a number of ways to ensure that all stakeholders understand the strengths and needs of each subgroup. Data/charts from both SLDS and GOSA are used to visually represent subgroup data. Additional information is drawn and presented from the CCRPI and District Balanced Scorecard/Performance Measures from the strategic plan. During post-planning of each year, teacher teams examine their own data using the “Five Why’s” root cause analysis to formulate department level action plans for the coming year. In addition to the highstakes data analysis, each school has in place a progress monitoring system to ensure that students at-risk for academic or behavioral problems are provided appropriate interventions.

Special education representatives are active team members on the local family and children intervention teams (LIPT, CHINS, and FINS), which consist of a variety of providers and government agencies who problem solve to provide interventions and resources for our most at risk children and families.

Beginning last year, the district began administering the HOPE survey to students at grades 6-12 to obtain more data around student levels of engagement, autonomy, hope, and belonging. This helps to inform our priorities around a supportive learning environment and have helped to shape action plans for Social Emotional Learning (SEL) implementation at each school. Cumulatively, these results are then used to select evidence-based interventions for identified needs, review effectiveness of locally and federally funded initiatives, and to determine/prioritize the use of federal funds, including Title I-A, Title II-A, Title IV-A, and IDEA.

To ensure effective implementation of the plans, three times monthly, the district cabinet, which consists of the superintendent, deputy superintendent, director of teaching and learning, curriculum coordinator, special education coordinator, and school principals meet to review instructional plans and feedback to teachers. This is a part of our improvement strategy around coherent instruction, which has been a strong focus for us for the past two years. Additionally, all administrators, including cabinet members, assistant principals, and instructional coaches are embedded in school level PLC's. The purpose is multi-fold. 1.) This helps keep a focus on the PLC process of reviewing what students need to be able to do, how is that learning demonstrated, how do we know, and what do we do if they don't meet the target. 2.) This helps build professional capacity and effective leadership among administrators as we work and model together. The focus of data review in this process is primarily on formative assessment and end of unit performance. As a larger part of the data review/improvement process, the cabinet meets quarterly to review progress towards both school and district level improvement goals. Each action step and objective in the improvement plan(s) indicate required data to be reviewed at that time. Data may include achievement data, behavior data, specific subgroup or grade level data, or observational data depending on the goal.

For B-5 data, our literacy collaborative explored data from KIDS Count, as well as feeder program literacy outcome data, as presented in section 1 of this application.

Incoming Kindergartners

GKIDS Early Readiness (K)		STAR Early Literacy (K)
Foundations of School Success: 46% below benchmark	English Language Arts: 45% below benchmark	68% below benchmark

When looking holistically, B-20, our literacy collaborative team identified the following assets and strengths, as well as needs (which directly informed our action plan for the L4GA grant), currently in our community organized around the four pillars of the Get Georgia Reading Campaign:

Language Nutrition- Assets/Strengths

- Letter/sound awareness preschool curriculum (Life Springs)
- First Reader @ Department of Corrections
- JJEPL library guest readers in schools, family readings, summer reading program
- PC Arts Council (sketchbook journaling, art camp)
- Babies Can't Wait services
- Scholastic, or other, book fairs (book matching with students)
- Volunteer Readers/ "Reading Mom or Grandma", etc.
- Literacy Night/Book Walk (like a cake walk) w/guest readers (Pike Primary)
- Parent workshops on sight words (Pike Primary)

Novel Experience book store offers Eat, Books, Drink coffee
Novel Experience offering snake program with snakes in store and books about snakes 4/11 at 11am
Life Springs wants resources for parents to take home
Highlights magazines offered to PC students at a discounted rate
Scholastic book magazines (1 dollar books each month)
Pike Health Dept. assessments
DFACS assessments
Relationship with Christ Chapel/Life Springs

Language Nutrition- Needs/Ideas

Artists (Authors in Residence)
Authors who visit schools and preschools
Facebook live tutorials (social media workshops digital PD)
Online bedtime stories
Community awareness moments

- Social media
- Civic groups
- Community forums

Little libraries

Distribute information to parents about Ferst foundation books and sign up
Educate parents on the importance of reading, singing, and talking to 0-5

Access-Assets/Strengths

Summer reading at library
Tender Tech at SCTC
Dental Van
Tooth fairy from Kirby (local dentist)
Lion's Club Vision Screenings Gr. 2
Glasses scholarships
Little Readers (Women's prisons ministry)
Speech reps push down from Primary to Life Springs (early detection screeners)
Newspapers in Education
Digital Downloads-JJEPL
Preschool FB page to keep families connected
Student/Teacher books clubs at HS and MS
Backpack program at Christ Chapel
Little Free Libraries in Towns
Book Love libraries at MS and HS
Peach Jar Advertisement to community to inform of opportunities
Motivational Speakers at ZHS
Novel Experience weekly readings on Saturdays @ 11:00 for ages 3-7

Access-Needs/Ideas

More community access points to library books

Book clubs

Student interest Read-ins

Free canned good box

Motivation/opportunities (ex: read 10 books a month to get free pizza- six flags, gift cards to iTunes)

Positive Learning Climate-Assets/Strengths

4 active reading groups- Novel Experience

Early Head Start

- Daily story time
- Parents volunteer to help with story time

Fathers come to reading

Primary school – celebrity readers

Dr. Seuss Reading Week

Writing communities in Edmodo @MS

Puzzles- critical thinking – 4 yo

International day of play on 2/5

New Humanities pathway at HS

Clubs- drama, art @MS/HS/ES

Positive Learning Climate-Needs/Ideas

More community partners volunteering at library

Community fair promoting literacy

Fathers to come out and read more in Pike

Community leaders come in uniforms to read (sheriff, fire fighters, police, etc.)

Author visits Skype

Teacher Prep and Effectiveness-Assets/Strengths

College/Career Readiness Standards prep- SCTC

Basic Literacy- SCTC

GED- SCTC

College Entrance Exam- SCTC

ESOL- SCTC

Head Start- Pre-K Bright from the Start Teacher lessons

Brigance testing and scoring @ Head Start

Teacher Prep and Effectiveness-Needs/Ideas

Reading endorsement for ALL

Colleges to teach Foundations of Reading to all educators

Orton/Gillingham Trained

Graduates- "Eagles" to read in the schools- SCTC

Art in books to show different ways to express themselves

Understanding of all components of fluency

App reminder for parents/families to drop everything and read

Educators Reading via FB live nightly

Mentors for students

Continuing education classes for parents

Spaghetti Dinner academic night w/rotating activities in classes and books to take home (library open)

Daycare/school relationships as liaisons

"Beyond Braves"

K-5 Reading program

Phonics K-3

Three Year Cohort Data

In summary, K-12 data indicate that while recent instructional initiatives around close reading, evidence-based writing practices, and 4 C's are promising, more professional development and

Test	Spring 17	Spring 18	Spring 19
3rd Ela	40	48	46
3rd Math	37	57	58
4th Ela	35	53	45
4th Math	41	52	54
5th ELA	44	40	45
5th Math	37	27	43
5th Science	48	45	54
5th SS	16	24	38
6th ELA	38	42	36
6th Math	37	42	22
7th ELA	32	40	44
7th Math	40	46	49
8th ELA	33	34	30
8th Math	23	31	21
8th Science	37	20*	13*
8th SS	36	46	46
9th Lit	51	50	62
AMLIT	41	44.6	45
ALG. I	29	31	30
GEO	32	38	50
Phys. Sci.	11	67 *	68
Biology	36	46.1	58
US History	18	34	29
ECON	42	65	38

resources are needed around literacy instruction. When examining Milestones and CCRPI data, Pike County continues to underperform compared to counties with similar demographics and poverty rates. The opportunities/needs identified by the literacy collaborative team could be addressed with the L4GA grant and have extremely positive impacts on ALL children and families in our community.

Section 4: Project Goals, Objectives, Activities, Outcomes, and Supports Needed

Literacy is a priority for Pike County Schools. The past two years we have contracted with EL Learning in order to gain professional learning and coaching around content literacy. In addition, we have done an MTSS audit in the past three years to look at interventions at the K-12 level in reading and we have had added some interventions that have strong evidenced-based results to our Tier 2 and Tier 3 intervention programs. We have made sure that each school has a strong universal screener to help identify students.

More than half of elementary school students, sixty percent of middle school students, and just over half of high school students have Lexile scores below their expected grade level performance. These deficiencies mean that students are not prepared for the next grade level or college and career. High school graduation is much more difficult and post-secondary options are limited for students with literacy deficiencies. These recent district efforts are just the beginning of a robust literacy program.

Some of the needs identified through data analysis and root cause analysis are identified below:

1. Develop oral language, early literacy skills and vocabulary in birth to five children.
2. Replace the current core reading programs with an evidence-based curriculum.
3. Increase access to texts for all families and students, including content texts.
4. Professional learning for teachers in all settings, B-20, around literacy strategies.

From these needs identified, the Pike County School District has created four goals:

Goal 1: To create a system-wide culture of literacy that includes students, parents, teachers, and community.

Goal 2: To use literacy data to differentiate instruction utilizing evidence-based best practices.

Goal 3: To provide professional learning for teachers with an emphasis on teaching literacy in all content areas.

Goal 4: Establishment of consistent, community-based Birth-to-Five partnerships to support school readiness.

Goal 1: Creating a Culture of Literacy

The culture of literacy is the backbone to our plan to increase literacy in our schools and community. Literacy is a community problem that is one of the biggest threat to our democracy. A culture of literacy must go beyond school to include the community and family partners. The following strategies support increased literacy rates through collaboration between community and school, resource distribution, and program renovation. Our plan is to build this culture of literacy around the following initiatives:

Initiatives will include:

- A literacy audit by an external source provided to better inform the planning and implementation of learning-based delivery models
- Streamline curriculum in ELA, social studies, and science to include a menu of evidence-based instructional programs and practices around literacy

- Develop a District Literacy Framework for common expectations including phonics, reading, writing, listening, and speaking
- After/summer school reading programs that nurture a love for reading and places high interest/low vocabulary books into the homes of economically disadvantaged families
- Parent/student events to educate families that focus on the importance of literacy
- Media center and classroom libraries renovations to create inviting environments with high interest books labeled by Lexile level, collaboration stations for students, and the latest instructional technology to promote a desire for learning
- Create School Little Libraries for each campus so that the community always has access to reading
- Extended learning programs – after school tutorial program, Saturday/summer school for struggling readers
- Integrate literacy strategies and skill instruction into all content areas.
- Establish a High School pathway that is focused on the integration of Humanities, which focuses on the importance of literacy today
- A writing lab at the high school, open to students and the community, which provides technical resources and tutorial support in literacy
- A GED / Adult literacy program for parents during extended learning times
- Parent training around literacy skills specific to each grade level and their role in supporting their students at home

Goal 2 – Using Data to Differentiate Instruction

The first priority based on our data is to strengthen our Tier 1 support. The data indicate that a Tier one issue in instruction exists at all of our schools. Our focus is on Tier one and then to build our Tier 2 and Tier 3 interventions based on a reinforcement of the critical components at Tier 1 for master of literacy skills.

Initiatives will include:

- Implement and align instructional practices to strengthen Tier 1 academic instruction
- Select evidence-based curriculum that strengthens our District Literacy Framework at K-5
- Obtain leveled instructional resources for use in the delivery of differentiated lessons in all content areas
- Identification of our struggling readers through screening process and immediate targeted interventions will occur
- Integrate literacy strategies and skill instruction into all content areas
- Utilize literacy-based software applications for skill development in the classroom
- Develop a menu of evidence based interventions for upper elementary and secondary struggling readers
- Build literacy capacity in all teachers

- Ensure that schools have a protected literacy instruction schedule and provide additional time for intervention and collaboration
- Partner with communities in schools to plan targeted small group tutoring program for K-8 students
- Develop ongoing common formative and summative assessments that will guide classroom instruction and inform decision making practices for intervention

Goal 3 – Provide On-Going Professional Learning

One of our root causes is teachers need more professional development around teaching literacy. For example, elementary teachers struggle with teaching foundational reading skills and integrating literacy and content teaching and the secondary teachers are usually experts in their content, but few teacher preparation programs include strategies for teaching literacy in the content area. The answer to this problem is through professional development. We can better equip our teachers to help improve literacy. The objectives of professional learning will be improving student achievement by supporting teachers in utilizing research based literacy practices and to create and sustain a collaborative professional learning environment that fosters student achievement.

Initiatives will include:

- Phonemic awareness, print concepts, phonics instruction and assessment
- Use of guided reading strategies to increase student Lexile levels
- Use of reading inventory and other data to inform instruction. Goal setting and conferencing techniques
- Reading instruction in the content area, vocabulary acquisition, and writing strategies
- Use of instructional technology to improve literacy
- Fully train teachers and administrators in existing district wide programs (such as, but not limited to) Saxon Phonics, Guided reading, iReady, Star Reading , ILIT)
- Opportunities for motivated staff to earn reading endorsements
- Summer stipends and subs for vertical and horizontal collaboration
- Training on RTI protocols especially related to the identification of literacy deficiencies and interventions
- Professional learning in evidence-based instructional practices for reading, vocabulary development, and writing
- Professional learning in evidence-based literacy practices across and within disciplines (Vertical and horizontal alignment)
- Training on extended literacy block to include 90 minutes
- External providers to include professional learning, visiting authors, and/or books clubs
- Community partnership with local teacher preparation program (Gordon College) by inviting teacher interns to participate in TCSS professional learning and collaborating with college leadership in teacher preparation programs
- Provide family engagement activities to strengthen the home/school relationship around literacy

Goal 4- Establishment of consistent, community-based Birth-to-Five partnerships to support school readiness

Creating community partners with our Birth to Five community is a need that has been identified. Our District Literacy team sees the relevance of engaging this community because over 63% of our children ages 3 to 4 are not attending preschool. Our county has few options for affordable preschool or day care for parents. In addition to a lack of pre-school choice, children living in poverty come to school behind yet are expected to reach an equivalent level of their same aged peers who come to school ready to learn. With only three small Birth to Five institutes, our children come to school with a huge oral language gap. We see these gaps when we measure our kindergarten early emergence literacy skills in August of each school year. Only 34% of our kindergarteners have the expected early literacy skills as measured by Star literacy. As a community we can do better than that. We must engage our children before they enroll in our schools.

Initiatives will include:

- Training for staff members on the role of assessment in learning, the creation of balanced-literacy assessments and guide literary teaching practices
- Professional learning for preschool teachers around oral language development, knowledge building, and pre-literacy skills needed for beginning readers and writers
- Facebook Live Tutorials pertaining to literacy promotion and knowledge, as well as telling nighttime stories with vocabulary-rich books
- Pike County Schools will create “Little Libraries” where there will be book stations available throughout our campuses
- Summer feeding and reading program
- Partner with Southern Crescent in the early learning pathway around literacy development
- Resources for Literacy Outreach Kits (B-5) - Bags, Books, Manipulatives, etc.
- iPads for Pre-K classrooms to access various subscription services and engaging content for early learners by providing access to print, exercises on phonological awareness, alphabetic knowledge, etc.
- “1,000 Books Before Kindergarten”
- Community resources for families
- Delivering Literacy Outreach Kits to Community Partners Professional Learning Section

Pike-Section 1: LEA-Partnership Narrative

The Purpose/Mission of the Pike County School System is "Developing Creative Problem Solvers Ready for College and Career." The Vision is "Creating Schools that Students Love." The Operating Principles/Beliefs are as follows:

- Given appropriate instruction, time, and resources, all children can demonstrate high levels of critical thinking, creativity, communication, and collaboration.
- The instructional climate must intentionally promote the development of students' personal responsibility (soft skills, executive functioning, and metacognition) in a caring and supportive environment.
- Standardized test scores are but one measure of a student's educational progress; more important is what students can do with the knowledge and skills they acquire. - Today's students are digital natives, so technology must be ubiquitous in our schools.
- All students deserve a rigorous learning environment.

The Pike County School System strives to provide an exceptional educational program that promotes academic excellence, 21st century skills, and College/Career readiness for all students. The district offers a rigorous STEM program, as well as several industry-certified CTAE pathways. Strong partnerships with local colleges and technical schools are rapidly increasing additional educational opportunities for our students, including a partnership with Spalding and Butts counties to participate in the Griffin Region College and Career Academy. In addition, the University of Georgia, Griffin Campus, accepted six Pike County High School students as research interns during the first semester of this year.

The Pike County School System serves approximately 3,400 students from pre-kindergarten through twelfth grade. Of these, approximately 672 students attend Pike County Primary School, including 98 students enrolled in Bright From the Start Pre-K and Special Needs Preschool; 702 students attend Pike County Elementary School; 805 students are served at Pike County Middle School; 1062 students attend Pike County High School; and 53 students attend Zebulon High School. ZHS is a non-traditional high school with a blended-learning structure for students who benefit from an environment different from the typical high school. In a separate location, this school also provides an alternative program for students with serious disciplinary infractions. The student demographic makeup of the system has remained quite consistent over the past few years. The current student population is identified as 88% White, 8% Black, 2% Multi racial, and 2% Hispanic. The district had a free/reduced lunch population of 32.57% in FY19.

Pike County is a small, mostly rural, Middle Georgia community that has experienced significant growth over the past ten years. In 2000, census data reported a population of 13,688, while 2010 census figures indicated a total population of 17,869 (data.census.gov estimates 18,082 for 2018). This represents an increase of approximately 30.5%. This rate is significantly higher than the average rate for Georgia, which was 18.3% over the same time-period. The county population has remained relatively stable for the last five years. Census data indicates 83% owner-occupied homes, which speaks to the stable population. Data for the educational level

of the residents indicate 86% of the adults have at least a high school diploma, with 17% earning a Bachelor's degree or higher. The median income is \$52,000. The ethnicity of the residents closely aligns with the school system, with 86% identified as White (data.census.gov estimates 89.2% for 2018).

Unique features of the community present challenges to the school system. The school system is challenged in its ability to recruit a diverse teaching staff. The lack of ethnic diversity within the community, limited housing availability, and almost non-existent entertainment opportunities are strong barriers. Limited local employment opportunities also contribute to the lack of diversity and negatively impact efforts to improve parental involvement. Data indicate that residents of the county face a commute time that averages 34 minutes; therefore, parents find it more difficult to be actively involved.

Facilities in our feeder system include a Head Start program, Pike County Schools Pre-K, and two private day cares, one of which houses one Bright From the Start Pre-K Classroom. Pike County Schools also serves four students aged 3-5 for special education services who are not enrolled in our pre-k special needs program. Birth-5 data from the KIDS COUNT Data Center indicate that approximately 63% of children aged 3-4 in Pike County do NOT attend any preschool facility. Of the students who do attend a GA Pre-K program in Pike, 40% of those come from low-income families, according to 2018 data.

Data collected by Pike County Primary School from incoming Kindergartners in August indicate a concerning lack of exposure to essential early literacy skills:

GKIDS Early Readiness (K)		STAR Early Literacy (K)
Foundations of School Success: 46% below benchmark	English Language Arts: 45% below benchmark	68% below benchmark

Students make significant growth in Kindergarten as evidenced by the following:

Kindergarten (Spring '19 Benchmarks)

STAR Early Literacy: 64% Meeting Benchmark (SS 644)

Sight Words: 70% Meeting Benchmark (80 words)

DIBELS Reading

Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency
86%	91%	88%

Despite intervention programs provided through systems and services such as MTSS and Title I, there appears to be a significant halt in the lack of growth and the gap is not narrowing quickly enough with our current resources as indicated by the following:

**First and Second Grades
2018-2019 Spring Data**

STAR Reading

Lexile 1 st Grade	Lexile 2 nd Grade
22% meet benchmark	37% meet benchmark

First Grade Oral Reading Fluency: 81% at 60 WPM

First Grade Sight Words: 85% at 220 words

Second Grade Oral Reading Fluency: 80% at 90 WPM

Second Grade Sight Words: 68% at 1,000 words

Due to some secondary literacy initiatives, we are seeing some growth, but much more work is needed:

Test EOG/EOC	Spring 19 Meeting Lexile	Spring 19 % of Prof./Dist.	Spring 19 % of Dev./Prof./Dist.
3rd Ela	58	46	74
5th ELA	n/a	45	71
8th ELA	60	30	62
9th Lit/AM Lit	69	54	74

All schools received a STAR Climate Rating of 4 in FY19, and each school has in place a Social Emotional Learning Action Plan. These plans vary from school to school based on the age of the children served, but the primary focus is to ensure that every student has an adult in the building that truly knows them (Caring Adult in the Building-CAB).

The School System is very grateful to have a number of strong community partners to support the wellbeing of our students. This is in large part due to a very active local Family Connection Collaborative group. The Pike County School system, along with the Pike County Family

Connection Collaborative have joined together to form a community wide literacy task force and look forward to becoming a Get Georgia Reading Community. The application/request has been submitted. A chart of our most integral partners follows:

Community Partner	Contact/Title	E-mail Contact
Pike County Family Connection Collaborative	Michael Powell/Director	michael@connectup.info
Griffin RESA	Michael Forehand/Tammy Arnold/ELA PL School Improvement Specialist	griffin@ciclt.net
Southern Crescent Technical College	Wendy Gladden/Adult Ed. Cheryl Burks/GOAL Coordinator	cherryl.burks@sctech.edu
Pike County Library (J. Joel Edwards Public Library)	Rosemary Bunn	rosemary@frrls.net
McIntosh Trails Early Learning/Head Start	Gary Johnson	gjohnson@mtecdc.org
Life Springs Preschool	Teresa Chambers	preschool@lifespringspike.org
Dept. of Corrections-Pike Co. Resource	Susan Chaney	susanchaney1964@gmail.com
Novel Experience Bookstore	Karen Lacey	neraklacey@gmail.com
RCJ Legacy (Community afterschool programs for students in poverty)	Rufus Clemmons	rufusclemmons@yahoo.com
Department of Public Health	Angela Farr/Nursing Supervisor	Farrangela.farr@dph.ga.gov

The partners have worked with the LEA on several meaningful community initiatives over the past few years. Our Georgia Family Connection collaborative partner helps with an initiative around mental health from suicide prevention to Darkness to Light child abuse prevention education to help our students have a safe and loving environment. These trainings have been offered to community members and the school system has all personal trained in Darkness to Light. This is important access for parents to help their child to develop healthy mindsets. The collaborative has brought Trauma 101 training for teachers, administrators, and community members so that people can understand the effects of trauma on the growing child.

The Family Connection Collaborative is also part of a poverty awareness push for our community to be poverty informed to help bring about policy changes, create a central resource center, and provide training to the community to help break down barriers to people who live in poverty. The access to these resources is essential for the development of the whole child.

One program that some parents at our local correction facility participate in is the Little Readers Program, which allows children to see and hear their parents or grandparents reading to them via DVD. The read-aloud DVDs help children feel more secure in the relationship with their loved one. The package sent to the children includes the DVD recording, a copy of the book, a personalized bookmark, a New Testament Bible, a return post card, literacy resources, information for a children's correspondence Bible study, and healthy nutritional tips. The program helps fight childhood illiteracy and build a positive relationship between parent and child.

We have several outlets to push information out into the community such as Facebook community pages, Peach Jar advertisement, and school webpages to help inform parents of community events such as back to school bash sponsored by our local family connections.

Our local book store has weekly readings on Saturdays for ages 3-7 and the Stache Studio offers paint and story projects and art camps for children during the summer. Our local JJEPL library has scheduled story time and summer reading camps, too, with free access to rich print materials. This library also has digital downloads of books available through the Flint River library system. The library also offers free internet to help people with that need because many parts of our county do not have internet access. Our local coffee shop offers free internet and art class for all ages.

The Early Head Start program has daily story time and encourages parents to volunteer to help with this initiative. Life Springs, one of our local daycares/preschools is currently putting a strong focus on developing critical thinking through the use of puzzles and other problem solving activities. Pike County Primary School will also participate in the International Day of Play on February 5th.

Listed below are the regularly scheduled opportunities provided by our local library:

- Pre-school Story Time (ages 3-5) every Tuesday @ 11:00 and Toddler Time (ages 12-36 months) every Thursday @ 11:00. Rockin' Readers (grades K-4) every Monday @ 3:30. Each of these programs include reading, music, activities, and crafts
- Go to Head Start once a month for a story program
- Kidz Konnection (Pike's other private day care/preschool) brings their children to the library twice per month, and Life Springs once a month for pre-school story programs. Kim takes her toddler program to Life Springs each month for ages 2-3
- Library Director visits the Pike County Pre-K, PCPS, and PCES every month for story programs
- Alyssa provides programs for the middle school every month, linking her program themes to their specific educational standards
- Beginning in Feb., Helen Carter will host a cooking class for kids (ages 4+) one Sat. per month
- The library provides materials (bookmarks, reading logs, etc.) for the 1000 Books Before Kindergarten initiative. This is a parent-guided program
- The library has collaborated with PCHS to have their Community-Based Instruction students cleaning the library every Thursday morning (they are awesome!)

Additionally, students in Pike County Schools have been invited to participate in the free GADOE/Get Georgia Reading Campaign MyON Summer Reading initiative at K-5 for the past two summers.

This grant would enable us to more fully engage all stakeholders. Creating community partners with our Birth to Five community is a need that has been identified. Our District Literacy team sees the relevance of engaging this community because over 63% of our children ages 3 to 4 are not attending preschool. Only 34% of our incoming kindergarteners have the expected early literacy skills as measured by Star literacy. As a community we can do better than that. We must engage our children before they enroll in our schools. Another key piece is to engage our partners in teacher prep programs. We plan to build stronger community partnerships with the local teacher preparation program (Gordon College) by inviting teacher interns to participate in TCSS professional learning and collaborating with college leadership in teacher preparation programs, specifically around literacy education.

Section 2: PCS-Partnership Management Plan and Key Personnel

Administration of the grant will be under the primary supervision of the district’s Director of Teaching and Learning/Federal Programs and the Curriculum Coordinator. The district’s Special Education Director, MTSS Coordinator, Principals, Instructional Coaches, and other stakeholders will also be involved in the implementation and oversight of the plan. The Finance Director, Accountant, and Federal Programs Director will facilitate the implementation details to meet compliance protocols. The Curriculum Coordinator will organize resources, protocols and develop sustainability of initiatives upon the completion of the funding cycle. Key personnel for ensuring coordination of Birth to 5 services include the Parent Engagement Coordinator, MTSS Coordinator, the Primary School Principal and Instructional Coach, the Pre-K Director, and the Special Education Director. These individuals will continue to collaborate with the Family Connections Coordinator to ensure a strong network of Birth-12, as well as family, resources and programs. The initiatives of this grant will tie seamlessly with the district’s current process for comprehensive needs assessment and district strategic planning, as literacy data is always a driving factor in the improvement plans, both at the district and school levels. The district has recognized a prevalent literacy weaknesses in our community and schools, and literacy goals and improvement actions are already included in the strategic plans. This grant would allow us to take actions that would otherwise be financially unfeasible to ensure literacy growth across all populations. The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grant.

Operations/Tasks	Position/Name	Contact Information	Responsibilities
District Grant Coordination	Dr. Jenny Allison, Director of Teaching and Learning/Federal Programs; Dawn Lanca, Curriculum Coordinator	allisoj@pike.k12.ga.us ; lancad@pike.k12.ga.us 770-567-8489	Ensure the implementation of the grant, monitor literacy instruction at each school, help solve various issues that arise, and ensure timely submission of all reports and paperwork associated with the L4GA Grant
Purchasing	Debbie Woerner, Finance Director; Jennifer Martin, Accountant	woerned@pike.k12.ga.us ; martinj@pike.k12.ga.us 770-567-8489	Collect and prepare schools’ literacy purchase orders, based on the approved budget; manage up-to-date ledger

			on expenditure of all grant funds
Site Level Management	Tammy Bell, Pre-K Director; April Teal-Phagan, Pike Primary School Principal; Dr. Melissa Smith, Pike Elementary Principal; Mike Maddox, Pike Middle Principal; Sheryl Watts, 9 th Grade Academy and Zebulon High School Principal; and Kevin Huffstetler, Pike High Principal	bellt@pike.k12.ga.us ; teala@pike.k12.ga.us ; smithm@pike.k12.ga.us ; maddoxm@pike.k12.ga.us ; huffstk@pike.k12.ga.us	Director/Grant Manager on all matters concerning the L4GA Grant; meets with School Literacy Team to discuss and survey the grant implementation; supervises and monitors implementation of evidenced based literacy instruction in the classrooms
Professional Learning Coordination	Dr. Jenny Allison, Director of Teaching and Learning/Federal Programs; Dawn Lanca, Curriculum Coordinator; Kristi Connell, MTSS Coordinator; Jessica McEntyre, Special Education Director; Lisa McGurl, Family Engagement	allisoj@pike.k12.ga.us ; lancad@pike.k12.ga.us ; connelk@pike.k12.ga.us ; mcentyj@pike.k12.ga.us ; mcgurll@pike.k12.ga.us 770-567-8489	Coordinate and schedule all PL relating to the L4GA Grant , provide PL as deemed necessary, and monitor all Professional Learning Communities activities
Technology	Jeremy Tyson, Technology Director	tysonj@pike.12.ga.us	System-wide technology director will oversee technology services and any technology purchases in the L4GA Grant
Assessment Coordination	Dr. Jenny Allison, Director of Teaching and	allisoj@pike.k12.ga.us ; lancad@pike.k12.ga.us ; connelk@pike.k12.ga.us	Will work with schools to purchase and

	Learning/Federal Programs; Dawn Lanca, Curriculum Coordinator; Kristi Connell, MTSS Coordinator		implement the required assessments, monitor implementation of each assessment, prepare testing schedule, and collect data as outlined in the L4GA Grant
--	---	--	---

The Pike County School System and Board have maintained long-term good financial standing, managing multiple federal and state grants, as well as other state and local revenues. Written financial procedures are maintained and followed according to federal and state guidance, as evidenced by successful federal programs monitoring and state level audit reviews. The only audit findings are as follows: In FY16, a Deficit Fund Balance was identified as a non-material weakness; however, the deficit has remained resolved in subsequent years. In FY16, a recurring insufficient equipment listing in the SNP Federal Program was identified. This was satisfactorily resolved, as will be indicated in the release of the FY19 audit report.

Below are outlined some of the internal controls, which would be pertinent to the administration of the L4GA grant:

Segregation of Duties -

Finance Director

Under the supervision of the Superintendent, Finance Director will carry out the following duties:

- Prepare monthly/annual financial statements for inspection by the BOE
- Establish accounting procedures to ensure proper internal controls are maintained for the district business office
- Manage cash flow and investment of available funds
- Assist the Superintendent in preparing financial data for the tax digest, state allotments, other financial areas
- Open all bank accounts and reviews prior to reconciliation. Approves reconciliations of staff members
- Oversee the reconciliation all accounts
- Supervise operation of business office including payables and payroll
- Compile annual budget for board approval and submit to the GADOE
- Coordinate accounting procedures to ensure that district and school administrators follow proper procedures in the budgeting, record keeping, and expending of program funds for which they are responsible
- Oversee, approve and post monthly and year-end adjustments, run/balance reports

- Oversee and assist with the preparation and submission of year end and interim financial reports to the GADOE
- Ensures yearly audit is completed and submitted to the Department of Audits and Accounts
- Compile data for audit, work with state auditors, and prepare MD&A for audit report
- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements
- Perform journal entries, budget adjustments, and bank reconciliations
- Coordinates budget process and enters budget into financial software
- Close books at month/year end

Accountant

Under the supervision of the Finance Director, the Accountant will carry out the following:

- Balance travel reports monthly
- Prepare invoices
- Prepare year-end reporting
- Pay invoices timely
- Enter vendors into accounting software
- Compile data for audit, work with state auditors

Federal Programs Director

Under direction of the Superintendent, the Federal Programs Director performs the following:

- Monitor purchases ensuring that expenditures are allocable, reasonable, and necessary
- Manages ConApp budgets
- Ensure system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and items purchased must be a part of the approved budget
- Approve each purchase requisition/order, travel expense statement and professional learning leave that is funded through a federal grant
- Meet with Finance Director as needed and review financial reports to ensure alignment and balance on at least a quarterly basis
- Review and approve all federal grant drawdown requests
- Ensure inventories are current and maintained electronically
- Complete a physical inventory check at each facility yearly. PO's are pulled from object codes 615, 616 to verify each item is included in each school's and the central office's inventory

Cash Management & Drawdown of Funds-

Funds are drawn down based on actual program expenditures. It is the responsibility of the federal program directors and Finance Director to cooperatively review expenditures monthly after budget approval before funds are drawn down. The following are practiced:

- Directors for each federal program must reconcile their respective budgets monthly to ensure that all expenditures charged to their program are allowable
- The Finance Director will perform periodic reviews of the general ledger, including federal accounts and fund sources
- The Finance Director runs a monthly report out of the financial software to drawdown funds
- Each federal program director signs a printed copy, verifying the accuracy of the report
- Funds are drawn down monthly based on actual expenditures and a reimbursement basis only

- There is no cash involved; all drawdowns are directly deposited into the system's bank account
- Federal program directors ensure that equipment/supplies are purchased and received during the period of performance of the grant award
- All reporting documentation is kept in the Finance Department and available for review upon request

Section 7: Resources, Strategies and Materials to Support Implementation of the Literacy Plan

Resources		
Goal	Who/ What	How
1,2,3	Instructional Coaching: Pre-Kindergarten, all grades/content	Provide in class modeling and demonstration of evidence-based literacy instruction across content areas
1,2,3	Contracted Consultants	Provide training for new evidence based programs and literacy strategies
1,4	Parent Involvement Coordinator	Provide family outreach, family engagement activities, and resources for Birth-to-Five population
1,2,3	Core literacy program for K-5	ELA Collaborative will research evidence-based Tier 1 core literacy programs to support Tier 1 literacy instruction
1,23	Evidence based literacy interventions	An evidence- based intervention continuum to support students in Tier 2 and Tier 3 will be developed; interventions will be researched and purchased, with training provided to assure fidelity of implementation
1,3	Reading Endorsement	Teachers can gain knowledge around reading through the Griffin RESA reading endorsement program
1,2	Materials to support writing instruction	The National Writing Project, DBQ, and other evidence-based writing programs will be researched to identify resources for writing instruction at all grades. Materials and training will be purchased to assure fidelity of implementation
1,2	Classroom libraries	Students PCS from Birth to Twelfth lack access to text.

		Classroom libraries will be purchased with input from teachers, media specialists, and the instructional coaches
1,2	Books and resources to support content standards	Materials to support the revised Georgia Standards of Excellence will be purchased with input from the social studies, science, and math specialists so that classrooms have access to sufficient content texts.
1,2	Media Resources	School media centers are in need of current resources to support standards-based instruction across contents
1,2	Literacy-based software applications	Application literacy acquisition that will help support students
1,2	Summer stipends and subs for vertical and horizontal collaboration	Curriculum work in the summer to develop well-rounded ELA and Social Studies units that emphasize Literacy
1,2	Leveled readers for guided reading	Leveled instructional resources for use in the delivery of differentiated lessons
4	Literacy Outreach Kits	Literacy kits to go into Birth to five households to help support early literacy
1,3	Professional development	Training around literacy
1,2,4	Extended learning programs	After school tutorial program, Saturday/summer school for struggling readers
1,2,4	Pack readers for students without access to books at home	Literacy backpack for students who do not have access to books at home
1,2,4	Little Libraries	Free access to books for our students k-12
1,4	Family Engagement night	Support a literacy culture of reading and providing parent training around literacy (Birth-12)

The Pike County School District has two high schools, one middle school, one elementary, one primary school, and one pre-k program. Each school has a school literacy plan. This literacy plan is based on data around students who did not meet grade level midpoint of the Lexile Stretch bands as indicated by the Milestones Assessment and student who did not score proficient or distinguished on the ELA Milestones assessment. Each school leadership team has analyzed the data and completed a root cause analysis to determine the goals and the needs of students in each school. Some of the local data that was considered in the analysis for literacy plans were, ITBS, iReady, DIBELS, Star Reading, Star Literacy, and local benchmark data. Our schools' data around meeting midpoint of the College and Career "Stretch" Lexile Band and students scoring proficient or distinguished on the EOG/EOC are as follows:

School	% of student meeting midpoint benchmark on "Stretch" Lexile band.	% of student scoring Proficient or Distinguished on ELA Milestones	CCRPI Content Achievement score for ELA
Pike County Primary School	49.3	46	74
Pike County Elementary School	58	45	71
Pike County Middle School	60	37	62
Pike County High School	69	54	74
Zebulon High School	26	16	26

Each school plan has two parts. The first part is around strengthening Tier One ELA / Content Literacy Instruction. Our data district-wide show that Tier one instruction is not efficient enough to reach 80% of the students. Each school has added Professional Development and coaching cycles to help build teachers' knowledge and capacity around Literacy. All Leadership teams see a need for more professional development and core resources to help fill in the gaps that we are seeing in students.

The second part of each literacy plan is a process for students who aren't meeting benchmark. Each plan was developed from evidence based-practices and interventions. All of the schools have MTTs processes in which students are identified through universal screening data as well as other considerations to determine if academic interventions are necessary. Students are placed in evidence- based interventions to help students reach grade level reading benchmarks. Each child is given an individual goal for reading and a running record of data is kept on students' progress. Progress monitoring meetings are held monthly to monitor students and adjustments in interventions are made as needed.

Section 9: Budget Summary

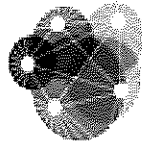
Funds from the grant will be used to implement high quality literacy techniques in all schools ensuring that the best practices in literacy instruction are used in all content areas. A heavy emphasis on professional development for teaching literacy will be in the budget for the plan. In addition, the budget will include providing resources for teachers to have a rich literacy classroom. A core K-5 evidenced based reading program will be purchased to ensure all students receive comprehensive reading instruction. Funds will help support evidenced-based interventions for struggling readers and extended learning programs. For students who do not have access to books at home, the grant will pay for backpack readers. Outreach literacy kits will be an important grant expenditure. Funds would include family engagement coordinator for birth to five population.

Here are the following examples but not limited to some of the projected needs based on our plan:

<p>Student Needs :</p>	<ul style="list-style-type: none"> • Extended learning programs – after school tutorial program Saturday/summer school for struggling readers • Leveled resources for their specific content area • Core Reading program k-5 • New variety of leveled novels in English Language Arts • Differentiated lessons and materials, books, magazines, and technology • Materials for extended learning programs such as backpack readers for students without access to books at home • Extending classroom libraries • Instructional software that differentiates instruction and support attainment of literacy skills
<p>Professional Learning Needs</p>	<ul style="list-style-type: none"> • Core reading program training K-5 • Consultant and professional fees for implementation of Professional Learning in the areas of reading and writing across the curriculum in all content areas • Professional Learning on the integration of the variety of text formats and styles within the content areas that results in written products

	<p>and products that demonstrate synthesis and integration of knowledge</p> <ul style="list-style-type: none"> • Stipends will be paid to school personnel who work beyond their contract time and who are involved in the following areas: <p>Extended Learning Time (Summer & After School Programs) Summer professional development for teachers Attend literacy workshops and/or conferences off campus and re-deliver to their peers</p> <ul style="list-style-type: none"> • Substitute, registration and travel cost for teachers associated with professional learning opportunities
Administrative Needs	<ul style="list-style-type: none"> • Hire administrator to facilitate all duties related to LG4G grant, serves all 5 schools • Family engagement coordinator for Birth to 5. • Office supplies and office materials • Technology for personnel (laptops, printer, and copier) • Travel Expenses and benefits will be included
Preschool/Early Care Provider Connection Needs	<ul style="list-style-type: none"> • Parent education and training focused on early literacy influence and strategies • Outreach kits for children • Professional learning for providers around early literacy
Community Needs	<ul style="list-style-type: none"> • Summer Literacy Program Expenses including Transportation, Materials, Supplies, and Personnel (stipends) <ul style="list-style-type: none"> • A GED program for parents during extended learning times • Parent training around literacy skills specific to each grade level and their role in supporting their students at home • Books purchased for distribution with low fluency homes to influence siblings and parents

	<ul style="list-style-type: none">• A community wide program to increase literacy skills for students prior to school entry
--	---



PIKE COUNTY
family connection
A COMMUNITY
RESOURCE NETWORK

**P.O. Box 113
Zebulon, GA 30295
770.295.9208**

To whom it may concern:

Pike County Family Connection's primary focus areas are Safe Kids and Strong Families with an FY 21 emphasis on the links connecting literacy, poverty and improved school success.

If the proposal submitted by Pike County Schools entitled L4GA Literacy Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Michael L. Powell, M.A.

Executive Director

Pike County Family Connection Contact information



565 Recreation Drive, Jackson, GA 30233

Phone (770) 775-4293

Fax# (770) 775-4350

Tajuannya Tripp
Head Start/EHS Program Director

Elaine Brown
Executive Director

To whom it may concern:

If the proposal submitted by Pike County Schools entitled L4GA Literacy Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Gary L. Johnson
McIntosh Trail ECDC, Inc.
Family Services & Community Engagement Administrator/Data Specialist
770-775-4293, Ext. 138
gjohnson@mtecdc.org

J. JOEL EDWARDS PUBLIC LIBRARY

P.O. BOX 574 · 7077 U.S. HWY 19 · ZEBULON, GEORGIA · 770/567-2014

To whom it may concern:

If the proposal submitted by Pike County Schools entitled L4GA Literacy Grant is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal.

Sincerely,

Rosemary Bunn

Rosemary Bunn
Library Manager
J. Joel Edwards Public Library
P.O. Box 574
Zebulon, GA 30295
(770) 567-2014



GRIFFIN REGIONAL EDUCATIONAL SERVICE AGENCY

Serving South Metro County School Systems since 1966

BUTTS - FAYETTE - HENRY - LAMAR - NEWTON - PIKE - SPALDING - UPSON

Dr. Stephanie L. Gordy, Executive Director



440 Tilney Avenue
Griffin, GA 30224
Phone: 770-229-3247
FAX: 770-228-7316
www.griffinresa.net

February 10, 2020

To Whom It May Concern:

It is our sincere commitment that we express our support for the Pike County Schools Literacy for Learning, Living, and Leading in Georgia (L4GA) grant application. If this application is selected for funding by the Georgia Department of Education, it is my intent to collaborate as detailed in the proposal. I understand that my role as a community partner with the school system will strengthen foundational literacy skills for all children with the expectation they are reading on grade level by third grade. Griffin RESA commits specifically to working with Pike County Schools by

- Serving on the Community Literacy Task Force
- Providing professional learning to build teacher and leader capacity
- Providing endorsement certification in Reading
- Supporting teachers and leaders with school improvement efforts related to literacy
- Building a culture of literacy that communicates the need for L4GA initiatives

Our agency is dedicated and committed to upholding our mission to provide guidance for growth using relevant resources to encourage excellence for sustainable skills in advancing achievement.

Sincerely,

A handwritten signature in blue ink that reads "Stephanie Gordy".

Dr. Stephanie L. Gordy
Executive Director
sgordy@griffinresa.net
(770) 229-3247

Application: Pike County B5 KidzKonnection

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Kidz Konnection
System ID	0001
School ID	0001

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

1 plus 6 non-certified

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Angie Woodall
Position	Director
Email	kidzkonnection@bellsouth.net
Phone	7705674848

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Jenny Allison
Position	Director of Teaching and Learning
Email	allisoj@pike.k12.ga.us
Phone	7705678489

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[PikeCountyKidzKonnectionLitPlan](#)

Filename: PikeCountyKidzKonnectionLitPlan.pdf Size: 183.4 kB

Application: Pike County High School

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Pike County High School /NGA
System ID	0001
School ID	0194

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

High (9-12)

Number of Certified Teachers in School

59

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Kevin Huffstetler
Position	Principal
Email	huffstk@pike.k12.ga.us
Phone	7705678770

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Mandy Osbolt
Position	Assistant Principal
Email	osboltm@pike.k12.ga.us
Phone	7705678770

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Pike County High School Lit Plan](#)

Filename: Pike_County_High_School_Lit_Plan.pdf Size: 275.8 kB

Application: Pike County Elementary School

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Pike County Elementary School
System ID	714
School ID	0101

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

45

Number of Paraprofessionals or Teaching Assistants in School

15

Principal or Director

Name	Dr. Melissa Smith
Position	Principal
Email	smithm@pike.k12.ga.us
Phone	7705674444

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Angel Nauck
Position	Literacy Coach
Email	naucka@pike.k12.ga.us
Phone	7705674444

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Pike County Elementary School Lit Plan](#)

Filename: Pike_County_Elementary_School_Lit_Plan.pdf Size: 190.8 kB

Application: Pike County Middle School

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Pike County Middle School
System ID	0001
School ID	0195

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Middle (6-8)

Number of Certified Teachers in School

50

Number of Paraprofessionals or Teaching Assistants in School

10

Principal or Director

Name	Mike Maddox
Position	Principal
Email	maddoxm@pike.k12.ga.us
Phone	7705673353

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Dr. Kim Johnson
Position	Literacy Coach
Email	johnsok@pike.k12.ga.us
Phone	7705673353

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[PikeCountyMiddleLitPlan](#)

Filename: PikeCountyMiddleLitPlan.pdf Size: 251.1 kB

Application: Pike County Head Start

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County School
School or Center Name	Head Start
System ID	0001
School ID	0001

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

1 plus 1 non-certified

Number of Paraprofessionals or Teaching Assistants in School

2

Principal or Director

Name	Sherin Sutton
Position	Director
Email	gjohnson@mtccdc.org
Phone	7705675757

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Gary Johnson
Position	Family Services & Community Engagement Administrator/Data Specialist
Email	gjohnson@mtecdc.org
Phone	7707754293 ext. 138

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[PikeCountyHeadStartLitPlan](#)

Filename: PikeCountyHeadStartLitPlan.pdf Size: 161.0 kB

Application: Pike County Life Springs Preschool

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

Completed - Feb 10 2020

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Life Springs Preschool/Daycare
System ID	0001
School ID	0001

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Early Learning (Birth through Age 5 - incl PK classrooms))

Number of Certified Teachers in School

1 plus 6 non-certified

Number of Paraprofessionals or Teaching Assistants in School

7

Principal or Director

Name	Teresa Chambers
Position	Director
Email	preschool@lifespringspike.org
Phone	7705673821

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Teresa Chambers
Position	Director
Email	preschool@lifespringspike.org
Phone	7705673821

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Pike County Life Springs Preschool Lit Plan](#)

Filename: Pike_County_Life_Springs_Preschool_Lit_Plan.pdf Size: 184.5 kB

Application: Pike County Primary School

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Pike County Primary School
System ID	714
School ID	0188

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

Elementary (K-5, Primary, Elementary)

Number of Certified Teachers in School

42

Number of Paraprofessionals or Teaching Assistants in School

27

Principal or Director

Name	April Teal-Phagan
Position	Principal
Email	teala@pike.k12.ga.us
Phone	7705678443

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Shannon McCrary
Position	Literacy Coach
Email	mccrars@pike.k12.ga.us
Phone	7705678443

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Pike County Primary School Lit Plan](#)

Filename: Pike_County_Primary_School_Lit_Plan.pdf Size: 188.9 kB

Application: Pike County Zebulon High School

Jenny Allison - allisoj@pike.k12.ga.us
L4GA 2019 Grant Applications To Review

School Profile

B5 Project/School Profile

You will complete a school profile for each B5 Project (1) and School (multiple) included in your district application.

B5 Project/School Information

If you are entering information for your **B5 Plan**, and you do not have a school ID, enter 0001 in the text box.

System Name	Pike County Schools
School or Center Name	Zebulon High School
System ID	714
School ID	0296

Non-traditional Grade Configuration

Funding is based on **B5, K-5, 6-8, 9-12** allocations. Please indicate + describe below (PK-8, ex) if the school you are entering has a non-traditional configuration.

This is to ensure that we get the correct total FTE for each grade band (that we include the sixth graders from a K-6 school in the 6-8 count, for example).

No

Level

Please select the level that is most appropriate to describe the B5 project or elem/middle/high school you are entering. If the school has a non-traditional configuration like PK-6, for example, you would select Elementary.

As a reminder, Pre-K classrooms (even if they are in an elementary building) should be included in your B5 profile/plan.

High (9-12)

Number of Certified Teachers in School

2.5

Number of Paraprofessionals or Teaching Assistants in School

0

Principal or Director

Name	Sheryl Watts
Position	Principal
Email	wattss@pike.k12.ga.us
Phone	7705672960

L4GA 2019 School Contact

This person is the district contact for the grant project at the school (administrator or coach, ex.).

Name	Dawn Lanca
Position	Curriculum Coordinator
Email	lancad@pike.k12.ga.us
Phone	7705678489

L4GA 2019 B5 Project/School Literacy Plan

Completed - Feb 10 2020

Please Upload:

DistrictSchoolB5/Elem/Mid/HighLitPlan - DogwoodCountyJacksonElemLitPlan.pdf, ex.

Section 8: School/Center Literacy Plans (to be completed by each school and/or early care center involved)

15 points

Each community served by an LEA is unique and therefore each school and early care center should have a detailed literacy plan that supports literacy implementation for children, families, educators, and community leaders who are part of the community. This literacy plan should be consistent with LEA-partnership goals, objectives, professional learning and models of tiered supports. It also should support coordination of all resources available so that L4GA funding is used to fill strategic gaps determined in needs assessments. **Each school/center literacy plan should be limited to 2500 words. It is not necessary to write the plan in narrative form if the school/LEA would rather develop or use a template.**

- Leadership Team members (including, but not limited to, teachers, specialized staff, school librarians, community organization representatives, teacher educators, families, and leaders)
- How the B-5 and K-12 literacy team will coordinate comprehensive literacy instruction, community activities, and literacy assessments to launch, monitor, and improve implementation
- How evidence-based practices and activities will be selected
- How to identify students for literacy intervention or other support services
- How to monitor the implementation and effectiveness of services

[Zebulon High School Lit Plan](#)

Filename: Zebulon_High_School_Lit_Plan.pdf **Size:** 177.0 kB

**Pike County Elementary School Literacy Plan
2019-2020**

SMART GOAL: Number of PCES 3-5 grade students meeting grade level midpoint of the Lexile Stretch band as indicated by the EOG Assessment will increase by 3% each year

Leadership Team: Principal, Assistant Principal, Instructional Coach, Grade level Teachers, and Media Specialist.

Action Steps	Person(s)/Team Responsible	Timeline	Data Collected
Individual Reading Conferences with students weekly	Classroom Teachers	August 2019-May 2020	Conference logs Accelerated Reader Report iReady Benchmark data
Students identified as early intervention program students in reduced class size will receive differentiated instruction in reading.	Administration/ Classroom Teachers	August 2019- May 2020	iReady Benchmark Daily Schedule Progress monitoring data

Students identified as early intervention program will receive evidence-based intervention in reading.	Administration/ Classroom Teachers	August 2019- May 2020	Progress monitoring MTTS Data review meetings iReady Benchmark Data
Content area teachers, administrators, and instructional coach will participate in literacy coaching cycles around best practices in reading and writing	Administrators/ Instructional Coach/ EL Literacy Coach	August 2019- May 2020	Coaching Sessions Observations
Teacher will implement a weekly root word study to help vocabulary acquisition	Classroom teachers	August 2019- May 2020	Observations iReady Benchmarks

MCINTOSH TRAIL ECDC, INC.
(HEAD START / EARLY HEAD START/ PRE-K PROGRAM)

Subject: Literacy
Program: Head Start/Early Head Start/Pre-K

GOALS:

The McIntosh Trail ECDC Inc., Head Start/Early Head Start/Pre-K Program from ages 0 to 5 years of age is to provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by increasing family access to materials, services and activities essential to family literacy development and assisting parents as adult learners to recognize and address their own literacy needs. Which includes establishing partnerships with community libraries to develop a variety of strategies to further promote and enhance literacy and school readiness. Also, the Teaching Strategies Gold (TSG) assessments are used by teachers in the classrooms to assess the children's development through language and literacy.

1. Family Service Workers & Center Managers will contact libraries and other agencies that promote literacy to schedule on-site story time and other literacy activities for all classrooms once a week or twice a month.
2. Teaching staff will encourage parents/fathers/grandparents to volunteer regularly (must have TB Test on file at the center, if more that 2 days per week), to read stories and other literacy activities to the children. Parents will be encouraged to give suggestions for activities that they would like to see implemented in their child's classroom.
3. Teaching Staff will ensure that literacy in the form of books; pictures and writing materials are displayed throughout the entire classroom and not just in the Library Area.
4. Each classroom has story time daily with the children, which is mandatory as part of the daily schedule routine.
5. Parents will be made aware of any literacy activities that occur at the local libraries each week via flyers that are retrieved from the library or via email from the library by the Family Service Workers or the Center Manager. These flyers will be distributed to the parents by the center staff, encouraging them to attend activities if they are able to further enhance their knowledge of literacy and how it benefits their child at home and in Head Start.
6. Parents complete the Family Partnership Agreement form in August during the Parent Interviews with the assistance of the FSW's staff to determine the need for a literacy program.
7. A list of all available community agencies that provide adult literacy training will be

compiled.

8. Teacher Strategies Gold (TSG) assessment follows the child's development from birth to age 5. The assessment help demonstrate learning and growth over a period of time, which help all children progress. Some of the objectives and dimensions of literacy consist of children identifying and naming letters, to interact during reading experiences, book conversations, and text reflections, applying phonics concepts and knowledge of word structure to decode text, identifying letter-sound correspondences, using print concepts, using context clues to read and comprehend texts, writing name and to convey ideas and information, including using sight words.
9. National Read Across America Day is celebrated during the entire month of March to help celebrate the birthday of Dr. Seuss on March 2nd. Read Across America is an initiative on reading created by the National Education Association that began in 1997.
10. Collected data will be used by the Family Service & Community Engagement Administrator to chart Parent Engagement.

Pike County Middle School

Literacy Plan 2019-2020

SMART Goals: Pike County Middle School students scoring within or above their grade level College and Career Ready “Stretch” Lexile Bands as measured on the ELA GMAS or STAR Reading Assessment will increase by 3% each year.

Leadership Team: Principal, Assistant principals, Literacy Coach, Media Specialist, Department chairs, and Counselors

Action Steps	Person(s)/Team Responsible	Timeline	Data Collected
Individual Reading Conferences with students regularly and incorporate 10 minutes of independent reading time in all ELA classrooms.	Classroom Teachers	August 2019- May 2020	Observations Lesson plans Conference notebooks Student Reading Ladders
ELA, Social Studies, and Science Teachers, administrators, and instructional coach will participate in training in literacy best practices in all content areas.	Administrators, Classroom Teachers, and Literacy Coach	August 2019- May 2020	Grade level minutes Surveys
ELA, Social Studies and Science Teachers, administrators, and instructional coach will participate literacy coaching cycles around best practices in reading and writing	Administrators/ Instructional Coach/ EL Literacy Coach	August 2019- May 2020	Coaching Sessions Observations
	Administration/ Classroom Teachers	August 2019- May 2020	Progress monitoring

<p>Students identified as needing additional support in reading will receive evidence based Intervention in reading.</p>			<p>MTTS Data review meetings Star Reading Data</p>
<p>Implementation of EL 6th Grade Curriculum and Piloting 7th and 8th Grade EL Curriculum</p>	<p>EL consultant/ Instructional Coach and Teachers</p>	<p>August 2019- May 2020</p>	<p>Implementation plan Scope and Sequence Observations</p>

Kidz Konnection

SMART GOAL: The number of Pre-Kindergarten students meeting benchmark on the STAR Early Literacy Assessment will increase by 3% at the beginning of their Kindergarten year.

Leadership Team:

Action Steps	Person(s)/Team Responsible	Timeline	Data for Monitoring
Develop oral language comprehension and oral discourse in the classroom	Pre-K teachers	August 2019-May 2020	Lesson plans Observations
Offering shared reading experience in the classroom	Pre-K teachers	August 2019-May 2020	Lesson plans Observations
Take home book bag program	Pre-K teachers	August 2019-May 2020	Book log
Implement quarterly Literacy Night for parents and students	Pre- K teachers	Quarterly	Training materials Agenda
Creating a discovery center for children	Pre-K teachers	School Year 21	Lesson plans Observations
Building a literacy rich classroom environment	Pre-K teachers	August 2019-May 2020	Number of book per student ratio Data source to maintain classroom resources

Life Springs Preschool

SMART GOAL: The number of Pre-Kindergarten students meeting benchmark on the STAR Early Literacy Assessment will increase by 3% at the beginning of their Kindergarten year.

Leadership Team:

Action Steps	Person(s)/Team Responsible	Timeline	Data for Monitoring
Develop oral language comprehension and oral discourse in the classroom	Pre-K teachers	August 2019-May 2020	Lesson plans Observations
Offering shared reading experience in the classroom	Pre-K teachers	August 2019-May 2020	Lesson plans Observations
Take home book bag program	Pre-K teachers	August 2019-May 2020	Book log
Implement quarterly Literacy Night for parents and students	Pre- K teachers	Quarterly	Training materials Agenda
Creating a discovery center for children	Pre-K teachers	School Year 21	Lesson plans Observations
Building a literacy rich classroom environment	Pre-K teachers	August 2019-May 2020	Number of book per student ratio Data source to maintain classroom resources

Pike County Primary School

Literacy Plan 2019-2020

SMART GOAL:

#1. The percentage of first grade and second grade students scoring at or above the Lexile benchmark as measured by the end-of-year STAR reading assessment will increase by 3%.

#2. The number of Kindergarten students meeting benchmark on the STAR Early Literacy Assessment will increase by 3%.

Leadership Team: Principal, Instructional Coach, Grade Level Department Chairs, and Title 1 Teachers, Media specialist

Action Steps	Person(s)/Team Responsible	Timeline	Data Collected
The number of teachers incorporating guided reading instruction into balanced literacy instruction will increase to 100%.	Classroom Teachers	August 2019- May 2020	Observations Running Records ORF Lesson plans
Teachers, administrators, and instructional coach will participate in training sessions on sight word instruction in order to strengthen student sight word acquisition.	Instructional Coach	August 2019- May 2020	Grade Level minutes
Second Grade teachers will attend McGraw Hill Wonders professional development opportunities and fully implement the Wonders reading curriculum program.	Instructional Coach Classroom teachers	August 2019- May 2020	Implementation plan Scope and Sequence Observations

Kindergarten teachers will increase Heggerty Phonemic Awareness small group instruction to 4 days per week.	Classroom teachers	August 2019- May 2020	Lesson Plans Observations
---	--------------------	-----------------------	------------------------------

Pike County High School and Ninth Grade Academy

SMART GOAL: Pike County High School and Ninth Grade Academy students (9-12) scoring within or above their grade level College and Career Ready “Stretch” Lexile Bands as measured on the ELA GMAS or STAR Reading Assessment will increase by 3% each year.

Leadership Team: Leadership Team: Principal, Assistant principals, Literacy Coach, Media Specialist, Department Chairs, and Counselors

Action Steps	Person(s)/Team Responsible	Timeline	Data for Monitoring
Individual Reading Conferences with students regularly and incorporate 10 minutes of independent reading time in all ELA classrooms.	ELA Department	August 2019-May 2020	<ul style="list-style-type: none"> • Observations • Lesson plans • Conference notebooks • Student Reading Ladders
ELA, Social Studies, and Science Teachers, administrators, and instructional coach will participate in training in literacy best practices in all content areas.	ELA Department SS Department Science Department	August 2019-May 2020	<ul style="list-style-type: none"> • Scope and Sequence work • Common Mentor text • Coaching Cycles with feedback
ELA, Social Studies, and Science Teachers, administrators, and instructional coach will participate in literacy coaching cycles around best practices in reading and writing.	ELA Department SS Department Science Department	August 2019-May 2020	<ul style="list-style-type: none"> • Coaching Sessions with feedback • Scheduled PD • Observations • Walkthrough data

Pike County High School and Ninth Grade Academy

SMART GOAL #2: PCHS students (9-12) scoring within or above their grade level College and Career Ready “Stretch” Lexile Bands as measured on the ELA GMAS or STAR Reading Assessment will increase by 3% each year.

Leadership Team: Principal, Assistant principals, Literacy Coach, Media Specialist, Department chairs, and Counselors

Action Steps	Person(s)/Team Responsible	Timeline	Data for Monitoring
<p>Curriculum to focus on narrative, informational, argumentative, and multi-genre writing.</p> <p>*Each grade level will adapt own content texts</p>	<p>ELA Department</p>	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> • Scope and Sequence Work • Whole Class Common Readings • Common Writing tasks • Writing Conferencing Logs
<p>Using mentor texts to model writing techniques across these genres and students will have dedicated time to practice these writing techniques weekly</p> <p>*Each grade level will adapt own content texts</p>	<p>ELA Department</p>	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> • Scope and Sequence work • Common Mentor text • Coaching Cycles with feedback

<p>Conferencing with students on their individual writing needs on major writing assignments</p> <p>*Conference with each student at least once per major writing assignment</p>	<p>ELA Department</p>	<p>August 2019-May 2020</p>	<ul style="list-style-type: none"> • Book Study: Writing Conferencing • Professional Development Writing Conference • Coaching Cycles with feedback • Writing Conferencing Logs
<p>Social studies and science instruction will include at least one writing assignments per instructional unit</p>	<p>Social Studies Department</p> <p>Science Department</p>		<ul style="list-style-type: none"> • Scope and sequence document • Student work • Lesson Plans

Zebulon High School Literacy Plan

SMART GOAL: Zebulon High School students (9-12) scoring within or above their grade level College and Career Ready “Stretch” Lexile Bands as measured on the ELA GMAS or STAR Reading Assessment will increase by 3% each year.

Leadership Team: Principal, Assistant principals, Graduation Coach, ZHS administrator, PCAP Administrator, Curriculum Coordinator, and Ela Teacher

Action Steps	Person(s)/Team Responsible	Timeline	Data for Monitoring
Individual Reading Conferences with students regularly and incorporate 10 minutes of independent reading time in all ELA classrooms	Classroom Teacher	August 2019- May 2020	<ul style="list-style-type: none"> • Observations • Lesson plans • Conference notebooks • Student Reading Ladders • IRLA
Analyze data to target small group instruction around reading and writing	Classroom Teacher	August 2019- May 2020	<ul style="list-style-type: none"> • Formative Assessments • Star reading • Lesson plans • Observations
ELA teacher will participate in literacy coaching cycles around best practices in reading and writing	ELA Department SS Department Science Department	August 2019- May 2020	<ul style="list-style-type: none"> • Coaching Sessions with feedback • Scheduled PD • Observations • Walkthrough data